

# Teaching for Purpose and Impact: What Really Matters in Teaching



**2026 Annual Accounting Educators' Seminar , March 6, 2026**  
**Gail Hoover King, EdD**



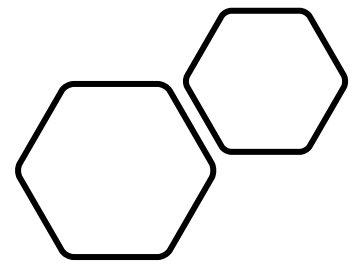
Kahoot!



# Polling questions

---





# Effective Teaching

## Purpose

- emphasizes intentionality and the *reasons* behind instructional choices.
- guides the teacher's actions and ensures they are not just trying new techniques for the sake of novelty.

## Impact

- focuses on the *outcomes* of those choices, specifically maximizing student achievement and making a measurable, positive difference in student learning and well-being.
- requires the teacher to evaluate the results of their methods and adjust their instruction to ensure all students succeed

# Course Outcomes

---

Course Learning  
Objectives

---

LO per class, week,  
activity

---

Evaluation of LOs

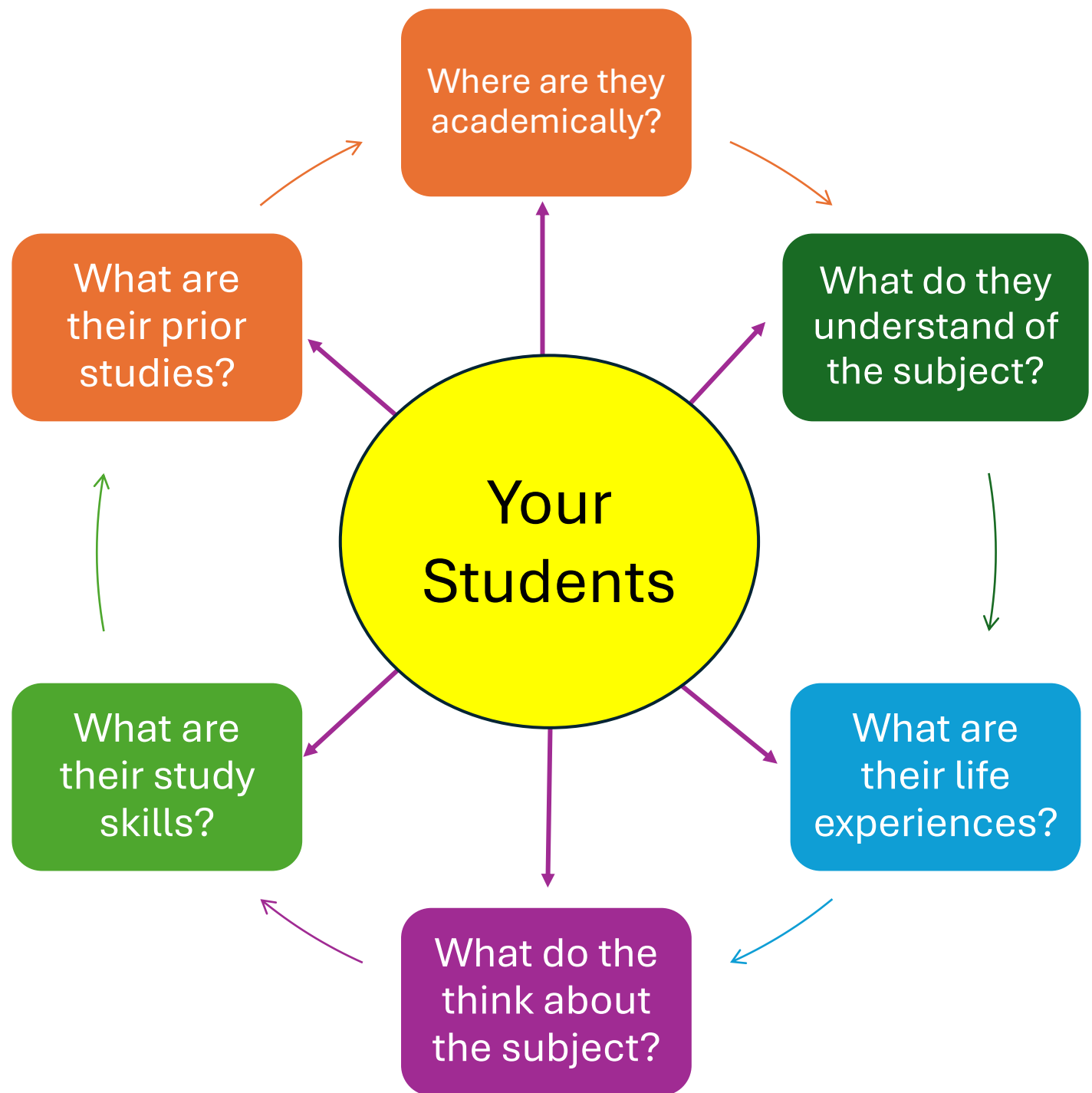


# BLOOMS TAXONOMY

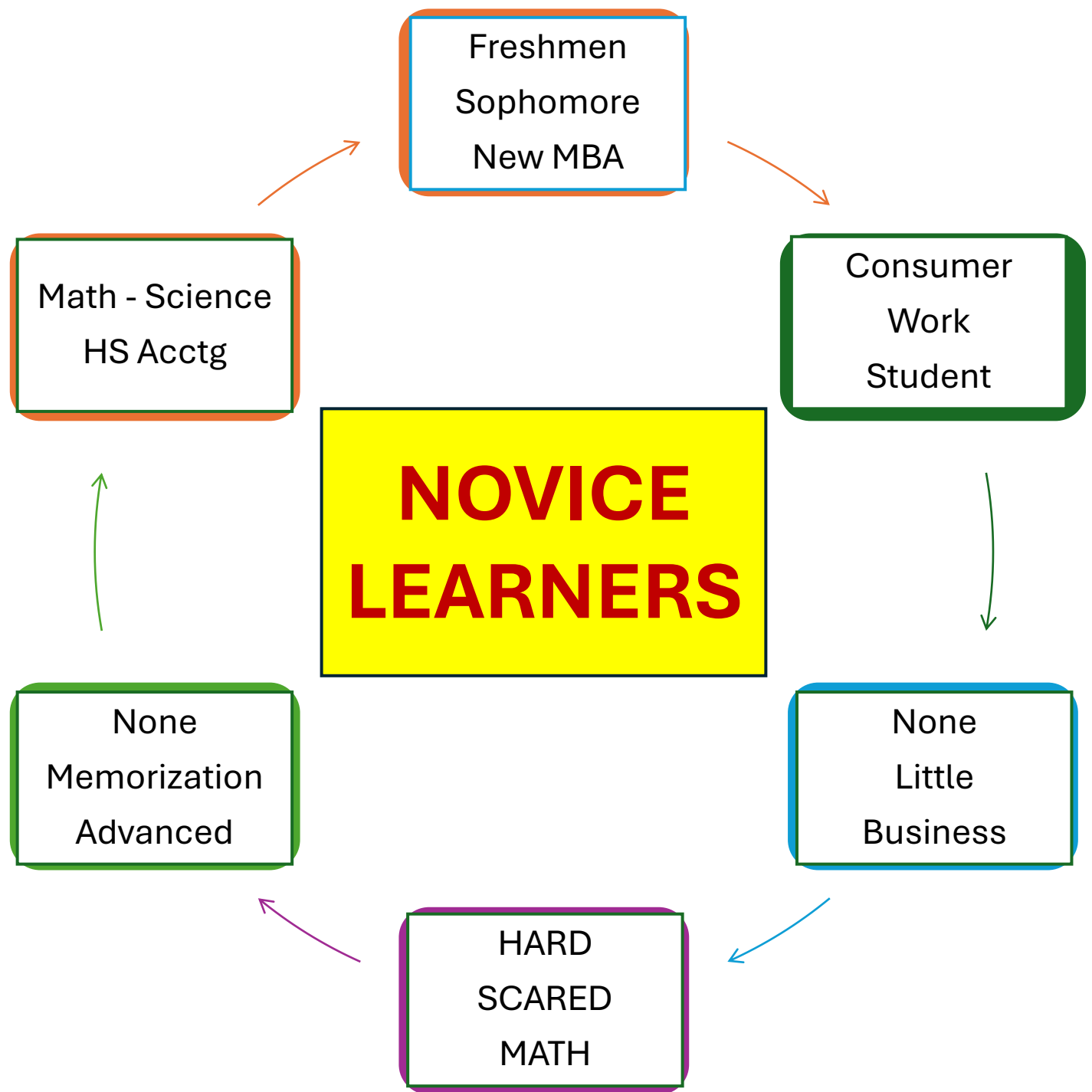


# Purpose depends on the students

- Emphasizes intentionality and the *reasons* behind instructional choices.
- Guides the teacher's actions and ensures they are not just trying new techniques for the sake of novelty.



# Typical Financial & Managerial Principles Courses



# PURPOSE

Novice Learners

Learn Content  
Improve Study Skills  
Increase Critical Thinking

# Teaching with purpose

Expectations e.g., as reading material -  
what and when

Neurology - Common Experience

Learning theory - Class Activities

Building knowledge - Assignments

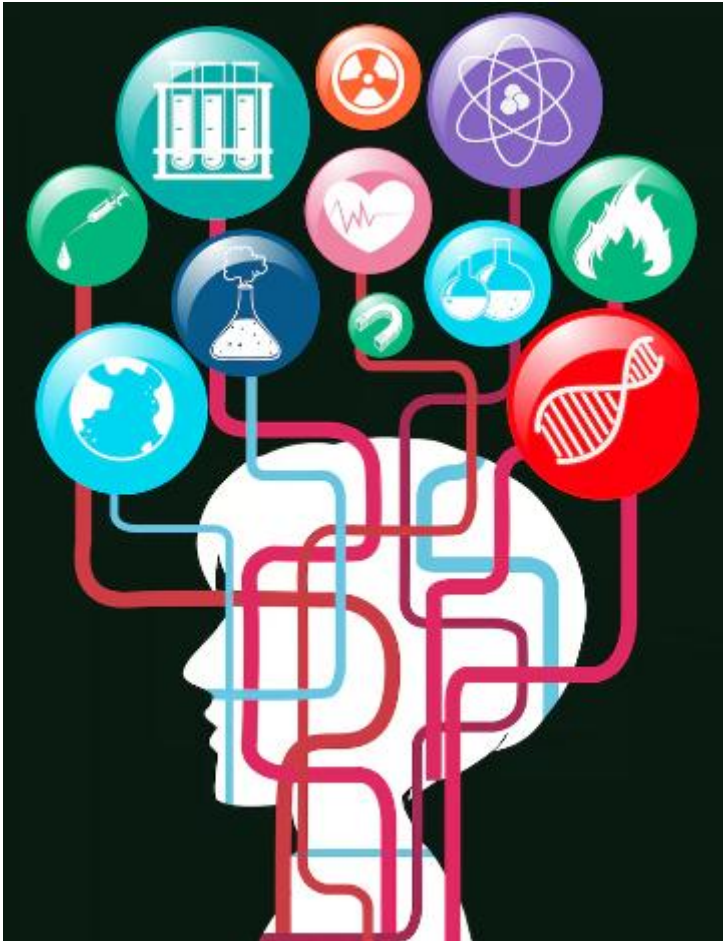
Assessing knowledge - Quizzes and  
Exams



“Its hot...”



# Reading - before or after lecture



Read and anchor to prior knowledge  
If anchor wrong hard to correct

My methods:  
Limit prior reading  
Give them an anchor – common  
experience

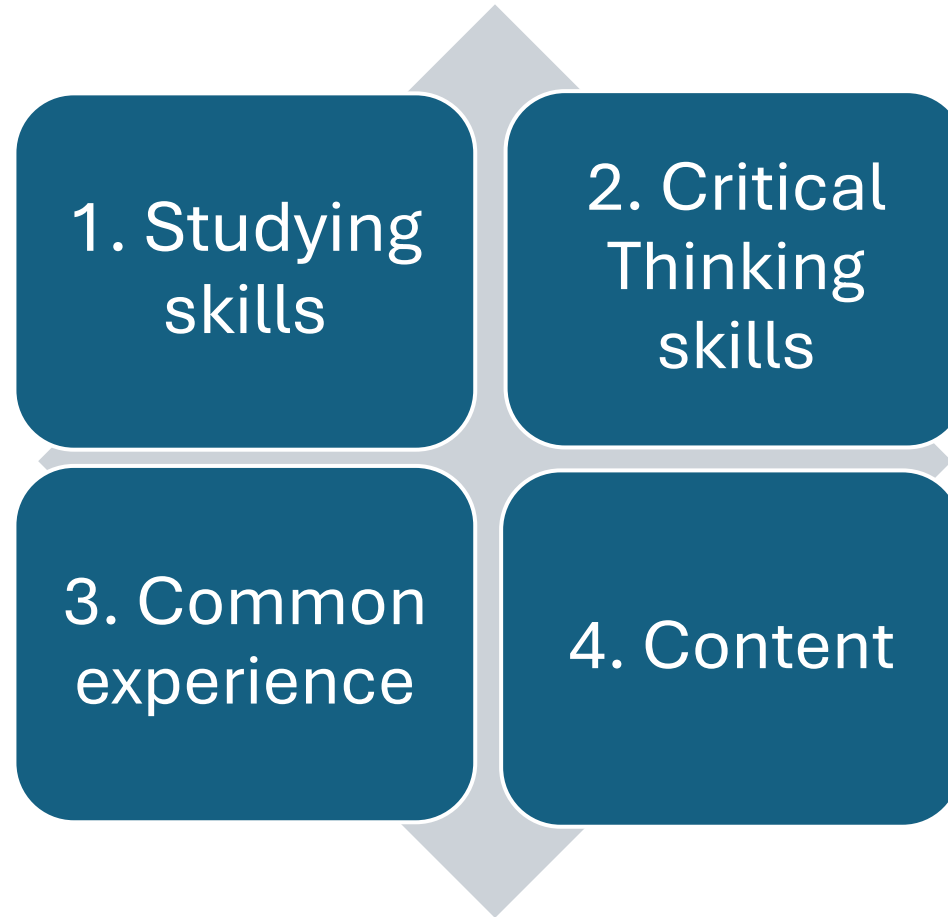
# Financial Accounting Day 1 Activity

Part 1: On September 30, Ashley and Jason started arguing about who is better off. Jason said he was better off because he had the latest PlayStation console that he bought last year for \$350. Ashley, on the other hand, argued that she was better off because she had \$1,000 and a '75 Mustang that she bought two years ago for \$800. Jason countered that Ashley still owed \$250 on her car and that Jack's dad promised to buy him a Porsche if he gets a great score in his accounting class. Ashley pointed out that she inherited a collection of trading cards that she figured she could sell for about \$250. Jason said he had \$6,000 in his bank account right now because he just received a \$4,800 student loan. Ashley knows that Jason still owes an installment of \$800 on this term's tuition. **Who is better off? Prepare a report.**

Part 2: Ashley and Jason met again in early November. They asked how each other was doing. Ashley claimed that she'd become much more successful than Jack. She had a part-time job, where she earned \$500 per month. Jason laughed at Ashley because he had won \$950 on a lottery ticket he bought in October, and that was merely for the "work" of standing in line for a minute. It was just what he needed because his apartment costs \$450 each month. Ashley, on the other hand, pays \$120 for her share of the rent. Both Ashley and Jason have other normal living costs that total \$300 each month.

**Who is more successful? Prepare a report.**

# Purposes:



# Managerial Accounting Day 1

## Make Name Tents

- Instructions
- Paper
- Crayons or their own writing instruments
- Class Discussion:
  - What did we need to make the product?
  - How do we cost the product so we can determine selling price?
  - How do we measure the quantity of materials used?

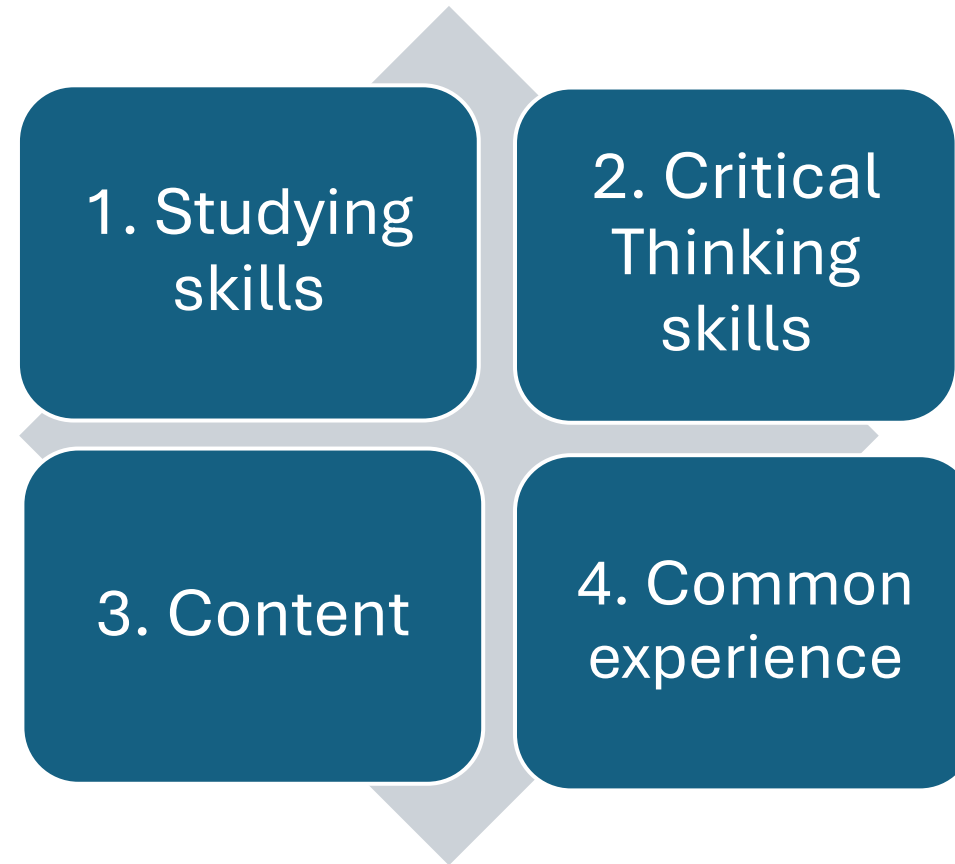
See article: **Using a Common Experience to Teach Introductory Managerial Accounting**

King, Gail Hoover; McConnell, Cheryl

*Journal of Instructional Pedagogies*, v4 Oct 2010

<https://eric.ed.gov/?id=EJ1096938>

# Purposes:



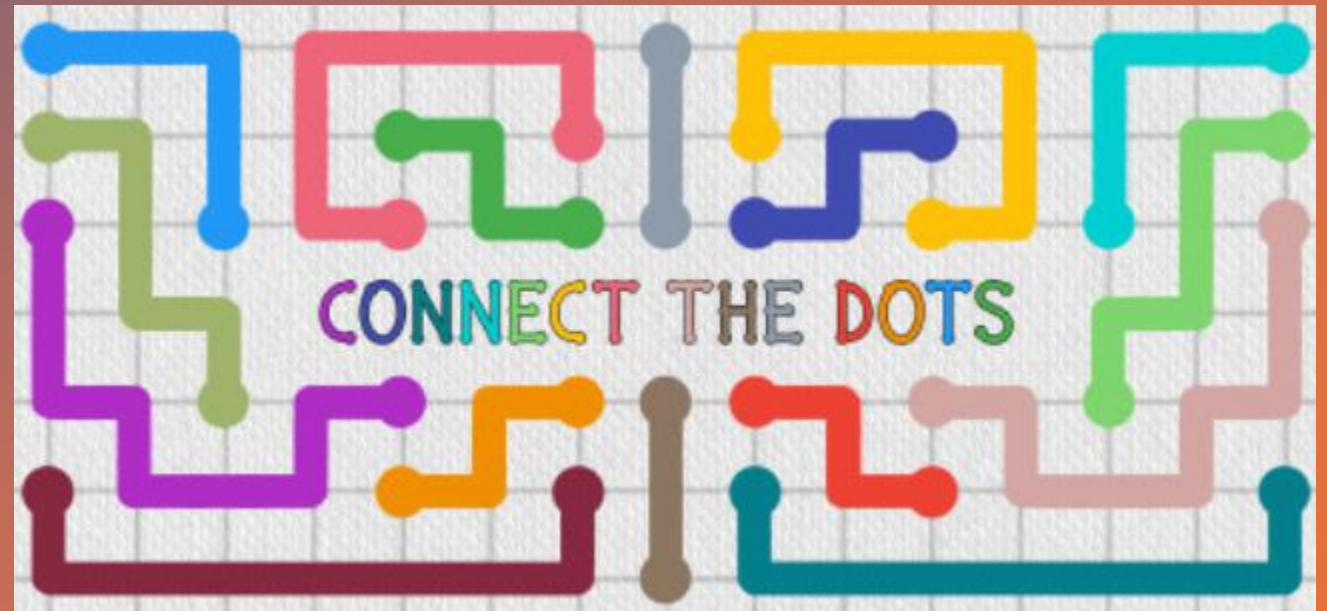
# Class Activities that help scaffold student learning and help students learn how to learn



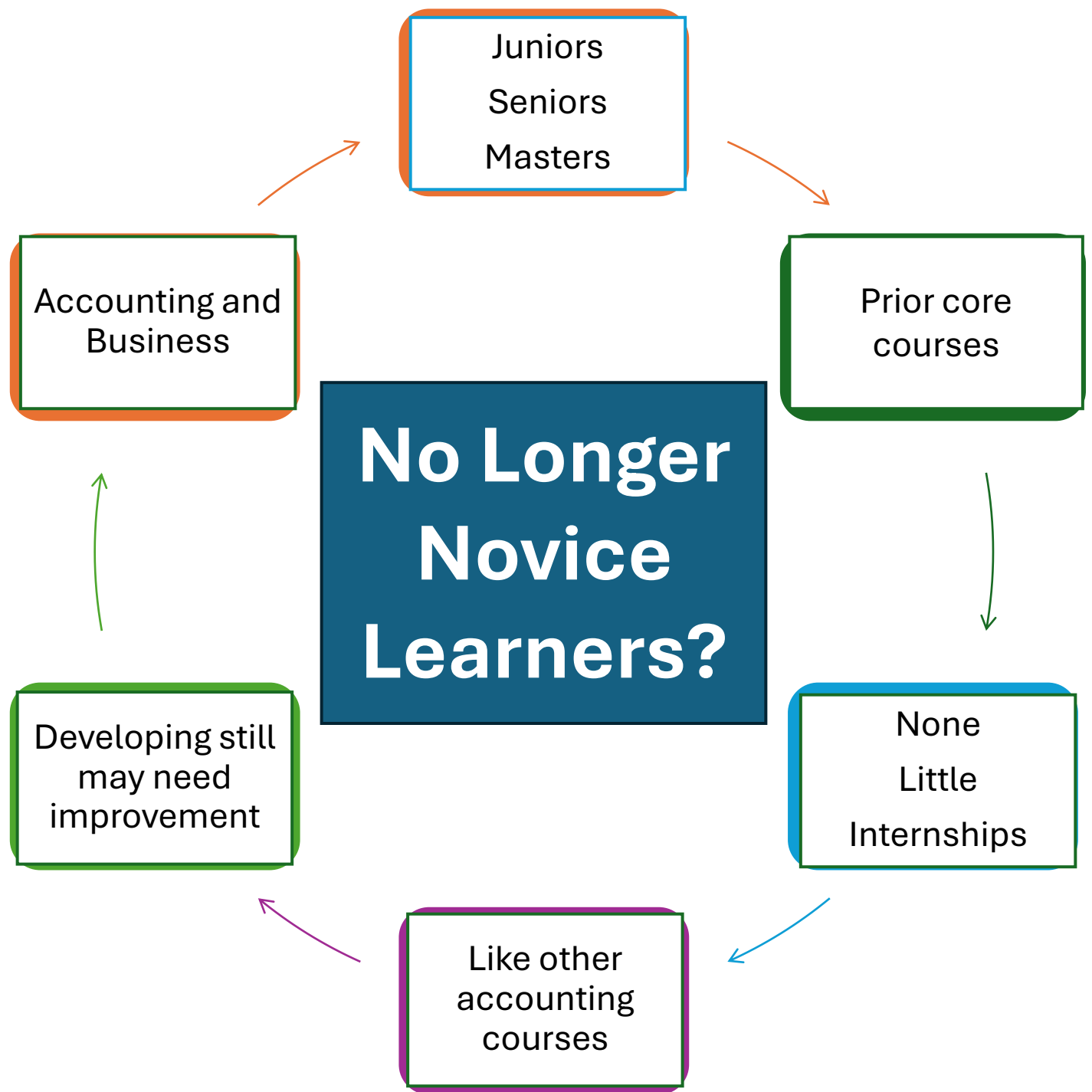
- Start class with material covered in last class but more importantly in prior classes.
- Quizzes spaced for immediate but also long-term learning
- Quizlet or Kahoot type apps for practice and review of basic knowledge



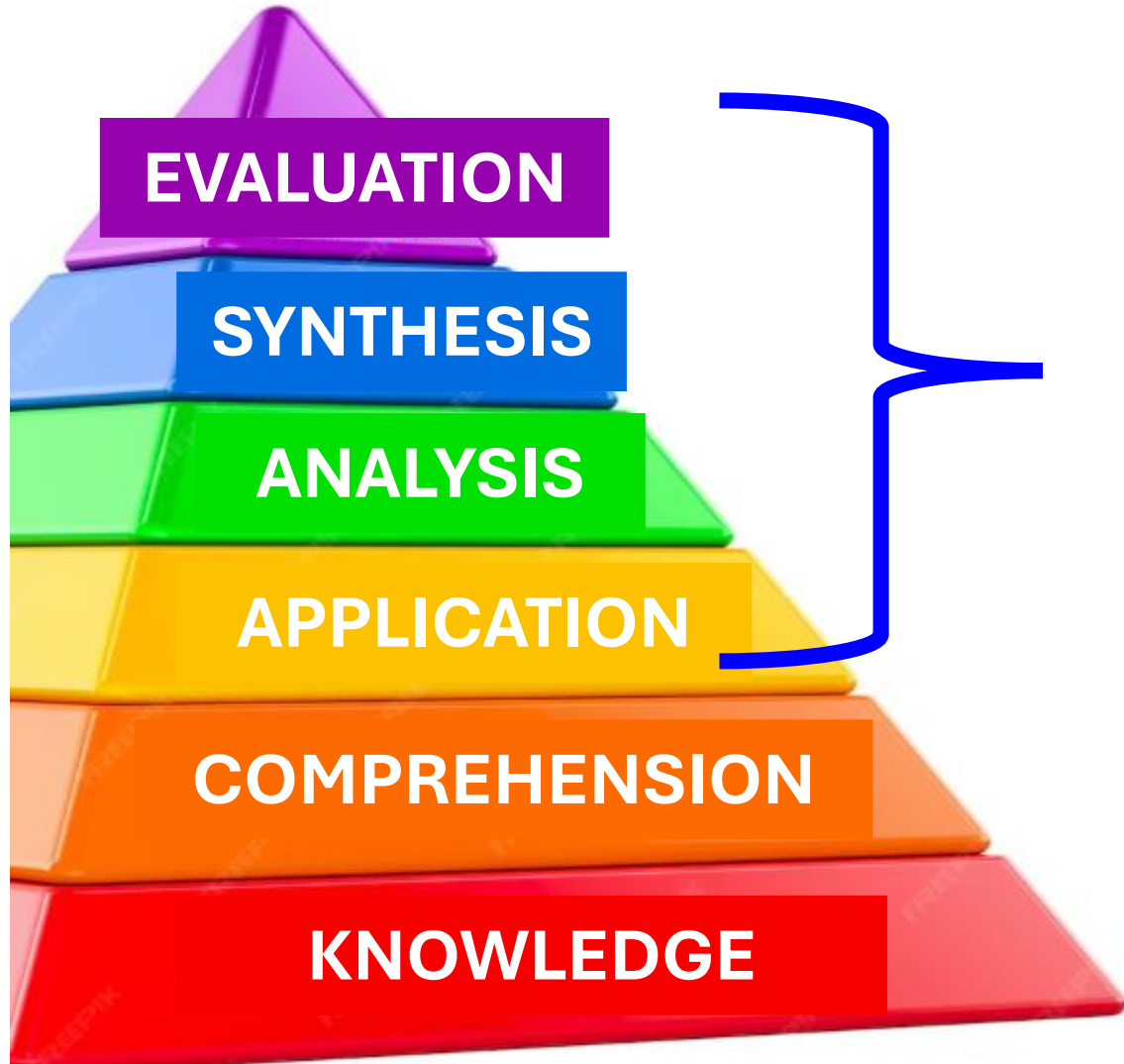
Upper-level  
courses:  
AIS, Cost,  
Intermediate,  
Tax, Audit...



New material  
building on  
prior  
knowledge



# Purpose



- Continue to scaffold knowledge reaching higher levels of bloom's taxonomy
- Increase Long-Term learning - Interleaving learning and more extensively connect to across all courses – accounting, business, and liberal core
- Build critical thinking skills for professional judgement and decision making
- Build professional communication and behavior skills



**Accounting**

**Taking a 360-degree view of a problem or situation. One collects, examines, and organizes all related data to extract meaningful information.**

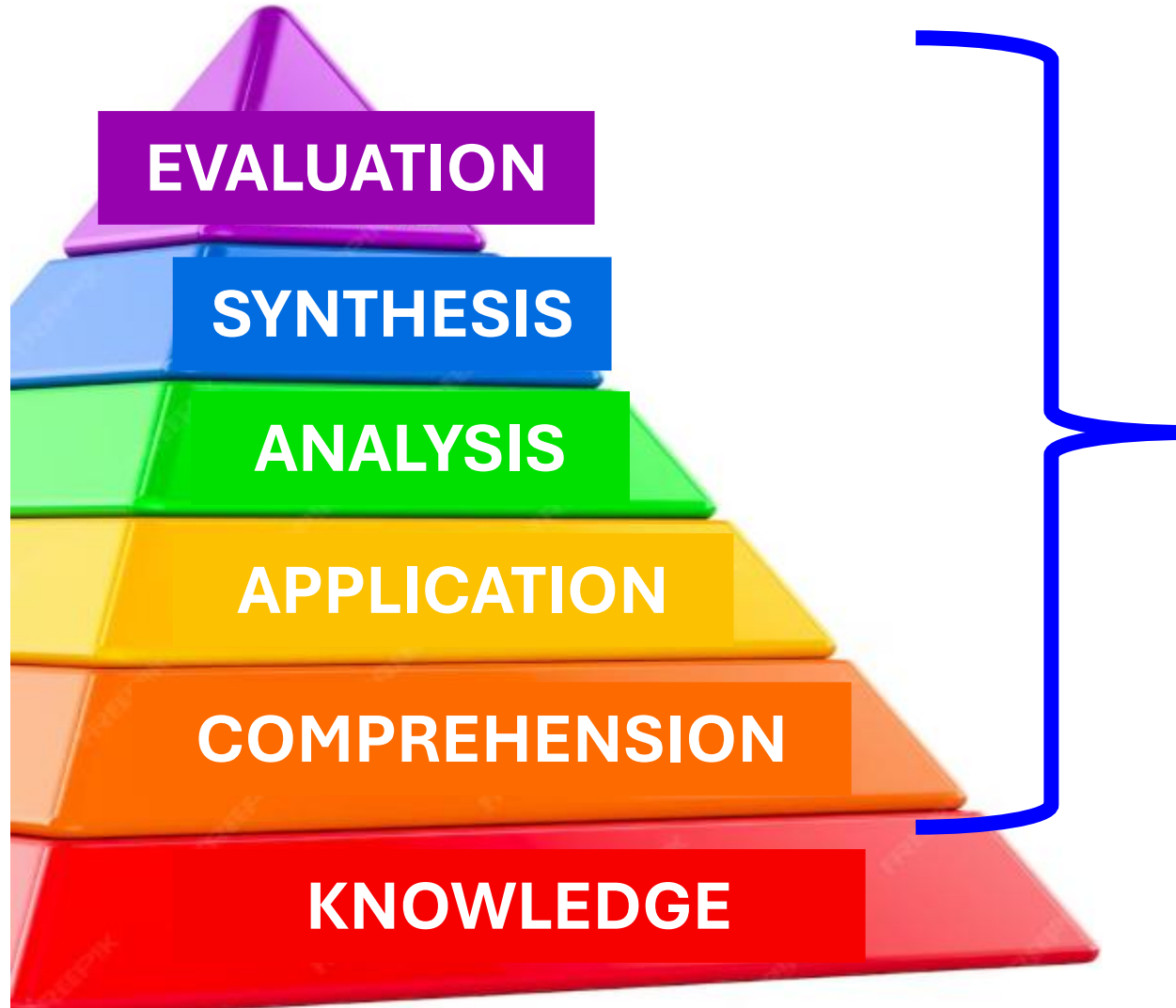
**Data  
Analytics**

# “Accounting is Analytics”

## Accountants:

- Define the systems that capture data
- Determine the validity and reliability of the data
- Clean the data & organize data
- Prepare Information (Models)
- Analyze & Provide Reports
- Communicate insights for data driven decision making

# Class Activities that help students Develop CT & PJ



- Critical Thinking approach or Analysis approach to teaching with class activities:
  - Define the question or problem
  - Determine ways (alternatives) to address the question or the problem
  - Determine what data is needed to address the issue
  - What substitute data can be used if needed data is not available
  - Explain and defined solution(s)
  - Debate decisions
  - Justify solutions

# Activities for Impact



Activities that require use of knowledge from other accounting and non-accounting courses



Engage professionals



Assignments and projects WITHOUT “one” correct answer or a complete model/template

# Some thoughts for critical thinking



Cases without a “right” answer.



Cases that require  
gathering data that is  
not financial in nature.

Ag tourism



Cases that require  
understanding  
multiple consumers

ABC accounting for  
college tuition  
How to handle  
uncollectible accounts



Professional panels use stop-action  
example: ethical situations

# Other Business Courses & Real World Sources

- Budgeting – using economic forecast and probability to prepare budget
- Use news events to discuss what and how to use “accounting” data for information make decision. Example: Merrimack, New Hampshire water pollution by Saint-Gobain said to evaluate the 15 lines of production would cost \$100,000 per line which would bankrupt the company? Is this true? As a city council person representing the people of Merrimack, what would you look at to find out if the company’s excuse is valid?

(find story at New Hampshire Public Radio called Safe to Drink, hosted by Mara Hoplamazian)

# Some Roles for Professionals in the Classroom!

Co-Teacher



Client



Project Consultant or Coach



As Guest Speaker



Guest Lecturer - Expert



As Evaluator & Audience



# Bring AI into the classroom for CT and PJ

## Principles Courses

- Groups each in group uses a different AI tools
  - Look up definitions and examples of terminology.
  - Define difference in methods such as inventory, depreciation methods or costing methods.
- Share with group then group
  - Provide a definition based on AI response
  - Explain how the AI generated answer differs or is better/worse than text or your own explanation.

## Upper level

- Groups each in group uses a different AI tools
  - Have answer question?
  - Make choice among alternatives?
  - Explain a concept or provide an example..
- Share in group then group
  - Evaluate the AI generated information. Determine validity and reliability of the information
  - Debate the alternatives or examples and justify one vs another
  - Develop their own example that differs from the AI generated ...

# IMPACT

- focuses on the *outcomes* of those choices, specifically maximizing student achievement and making a measurable, positive difference in student learning and well-being.
- requires the teacher to evaluate the results of their methods and adjust their instruction to ensure all students succeed

```
graph TD; A[Course Learning Objectives] --> B[LO per class, week, activity]; B --> C[Evaluation of LOs]
```

Course Learning Objectives

LO per class, week, activity

Evaluation of LOs

## Evaluation of learning

Projects without “one correct” solution

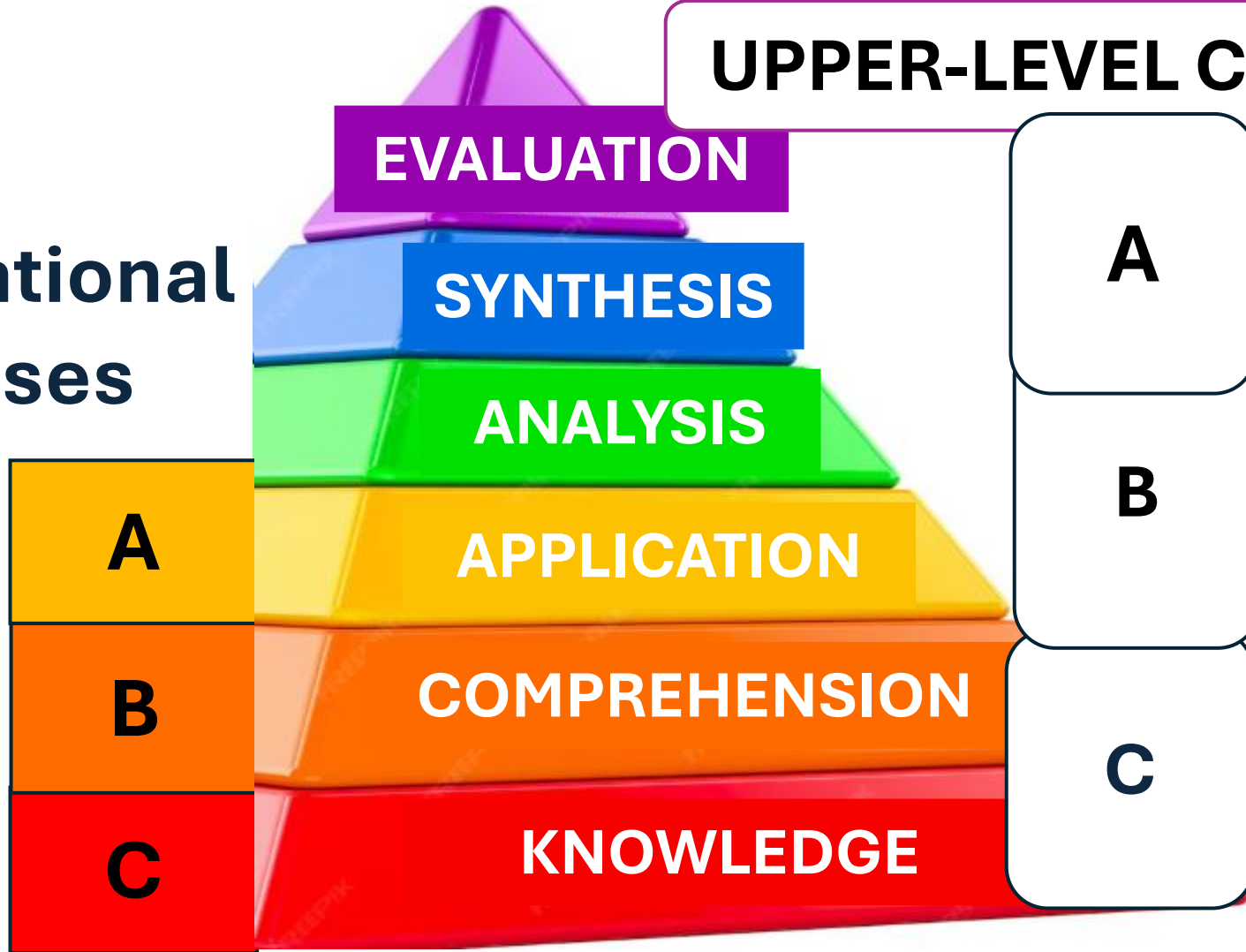
- Rubrics for data, alternatives, consideration of audience, decision/solution and justification.

Let professionals or other professors evaluate and comment.

# GRADES

## UPPER-LEVEL COURSES

**Foundational  
Classes**



# Exam development

- Scaffold knowledge
- Develop using language consistent with learning materials and lectures
- In proportion to class time and assignment time spent on topic
- Use multiple questions types
- Give a sample quiz in class with all question formats (group) \*

**COVID and Online**

**EVALUATION**

**SYNTHESIS**

**ANALYSIS**

**APPLICATION**

**COMPREHENSION**

**KNOWLEDGE**



# THANK YOU

ANY QUESTIONS?